

Sunshine Daycare

Inspection report for early years provision

Unique Reference Number	EY349466
Inspection date	11 July 2007
Inspector	Sharon Greener
Setting Address	Highfield Community Primary School, Fordfield Road, Ford Estate, Sunderland, SR4 0DA
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Registered person	Pennywell Neighbourhood Centre
Type of inspection	Childcare
Type of care	Full day care

ABOUT THIS INSPECTION

The purpose of this inspection is to assure government, parents and the public of the quality of childcare and, if applicable, of nursery education. The inspection was carried out under Part XA Children Act 1989 as introduced by the Care Standards Act 2000 and, where nursery education is provided, under Schedule 26 of the School Standards and Framework Act 1998.

This report details the main strengths and any areas for improvement identified during the inspection. The judgements included in the report are made in relation to the outcomes for children set out in the Children Act 2004; the National Standards for under 8s day care and childminding; and, where nursery education is provided, the *Curriculum guidance for the foundation stage*.

The report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration or 1 April 2004 whichever is the later.

The key inspection judgements and what they mean

Outstanding: this aspect of the provision is of exceptionally high quality

Good: this aspect of the provision is strong

Satisfactory: this aspect of the provision is sound

Inadequate: this aspect of the provision is not good enough

For more information about early years inspections, please see the booklet *Are you ready for your inspection?* which is available from Ofsted's website: www.ofsted.gov.uk.

THE QUALITY AND STANDARDS OF THE CARE

On the basis of the evidence collected on this inspection:

The quality and standards of the care are satisfactory. The registered person meets the National Standards for under 8s day care and childminding.

WHAT SORT OF SETTING IS IT?

Sunshine Daycare was registered in 2007 and is one of two facilities operated by Pennywell Neighbourhood Centre. The setting operates from two designated play areas and the Early Years Foundation Stage Unit and associated facilities located within Highfield Community Primary School. The setting is an integral part of the Highfield Children's Centre which provides additional services for families, for example, a toy library, safety equipment loan scheme, access to training for parents and carers and support regarding health and other family issues. The school is situated in a residential area of Ford Estate, Sunderland. A maximum of 48 children may attend the setting at any one time. The setting is open for 50 weeks of the year, each weekday from 08.00 until 18.00. All children share access to an enclosed outdoor play area.

There are currently 36 children aged from three months to under eight on roll. Children come from the local and wider community.

The setting employs six core staff and additional peripatetic staff as and when required. All staff hold appropriate early years qualifications and one staff member is currently working towards a higher qualification.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is satisfactory.

The facilities used by the children are very clean and very well maintained. Staff encourage children to adopt suitable personal hygiene practices through regular routines and good role modelling. Children wash their hands after using the toilet, before eating and following creative play. Staff wear disposable gloves and aprons when nappy changing and ensure that nappy changing and toilet facilities are kept clean and tidy. This helps to promote and preserve children's health and minimise the risk of infection. All staff are trained in first aid and suitable first aid equipment is provided in various locations throughout the setting. Staff have a good enough understanding of relevant policies and procedures, for example, those in respect of a sick child and the administration of medication. This helps to promote children's well-being.

Staff work in harmony with parents and carers with regard to children's dietary requirements. Any specific dietary needs a child may have, whether for religious, cultural, medical or the lifestyle preference of parents and carers are discussed. Relevant details are recorded on the child's personal record and this information is displayed in the kitchen for the benefit of staff. Parents and carers are asked to provide milk feeds and food for infants until weaned and packed lunches for older children where necessary. The nursery provides breakfast, a light tea and snacks and drinks throughout the day. A four week rolling menu is offered and staff ensure that food provided is healthy and nutritious. Staff sit with the children at mealtimes and use the opportunity to promote social skills and good manners.

Physical play is included in the daily routine for all children and they have direct access to a spacious, enclosed outdoor play area. This enables children to benefit from fresh air and exercise each day, weather permitting. A very good selection of equipment is provided to encourage and enhance children's physical development, such as tunnels, pedal cars, push-a-longs, tricycles, quoits, bats, balls, steps and bridges and large construction blocks. Children take part in physical activities indoors, for example, older children enjoy playing action and ring games and babies and very young children play happily in a small ball pool. All children are able to rest and sleep according to their individual needs. This helps promote children's welfare.

Protecting children from harm or neglect and helping them stay safe

The provision is satisfactory.

Staff are well aware of safety procedures. For example, they understand the need to screen and supervise visitors closely and of the action to be taken regarding the evacuation of the premises and a lost child. Fire exits are kept clear, fire fighting equipment and signage are provided and fire drills are carried out every two months and a record kept. This helps keep children safe. Each day before children's arrival, a manager completes a risk assessment using a tick list to record relevant information. Staff working in the playrooms carry out a visual risk assessment of the facilities and equipment to be used prior to children's arrival and this process is ongoing throughout the day. This helps to preserve children's welfare and ensures the continued suitability of the premises and resources. However, the security of the setting is not maintained at all times. The door leading into the playroom used by children under two years is not suitably secured. This breach of security does not help to ensure children's safety, as it does not prevent other people entering the playroom unannounced. This does not support the otherwise positive steps taken to promote safety within the setting.

Several staff have completed training in relation to safeguarding children and show a clear understanding in this area. This helps them to protect children from harm. Appropriate safety equipment is provided, such as socket covers, finger guards on internal doors, safety gates and smoke detectors. Children are able to move freely around the playrooms under the very close supervision of the staff. Children show an emerging awareness of the need to help to ensure their own safety and that of others. This is shown in the way they respond to staff when given gentle reminders and simple explanations of the safety rules. For example, children respond immediately and appropriately when asked not to push each other when forming a queue or when reminded not to throw sand. This helps keep children safe.

Helping children achieve well and enjoy what they do

The provision is good.

Staff build very close, warm relationships with the children and children are acknowledged and valued as individuals. This is reflected in the way that staff tailor children's admission to the setting so as to ensure that their specific needs are very well met. Staff are very well aware of children's individual needs, for example, their favourite toy or activity and their personal feeding and sleep routines. Children settle quickly and are most at ease in the company of their carers. Good use is made of the space available to create a welcoming, child orientated environment which offers children easy access to a wide range of resources and activities within the constraints of safety. This helps to promote and support children's learning and nurtures their independence and decision making skills. Consequently, children's confidence is developing very well as appropriate to their age and ability and their self-esteem is good. Children show pride in their achievements. For example, a child of three beamed with pride when their ability to count seven pencils into a pot and to name each colour of pencil was recognised and praised by a staff member.

Staff give priority to promoting and supporting children's personal, social and emotional development and communication skills. Children engage warmly and confidently with staff. They make known their needs and thoughts readily through the use of spoken words, facial expressions and gestures according to their age and ability. For example, in response to a staff member's interaction, a very young child showed that they were enjoying a painting activity by smiling and using a brush to repeatedly dab yellow paint onto a large piece of paper. Older children chat freely with members of staff, recalling past events from home and recent play activities. Staff listen attentively to children, show a genuine interest in what they say and respond warmly to them. Children enjoy looking at books and listening to stories and sing with enthusiasm. This actively supports and encourages children's social and communication, language and literacy skills.

Helping children make a positive contribution

The provision is satisfactory.

Staff show a satisfactory awareness of equal opportunity and a small selection of resources and activities are provided to help raise children's awareness of diversity. For example, children have access to dolls and books promoting positive images of people from different cultures and glove puppets reflecting positive gender images. However, resources to raise children's awareness of people with a disability and posters reflecting all aspects of diversity are limited. Different festivals from around the world are acknowledged and celebrated, such as Chinese New Year. All children are encouraged to take part in the activities and play opportunities

provided. Staff have a suitable understanding of caring for children with disabilities or learning difficulties and some staff have completed relevant training.

Staff make very good use of age appropriate behaviour management strategies including praise to encourage and reinforce children's positive behaviour. Some staff have completed relevant training. Children respond very well to staff and their behaviour is good. This is shown in children's willingness to share resources, take turns and negotiate.

Parents and carers are kept well informed of events within the setting and any pertinent information regarding their child. This is achieved through regular verbal feedback from the staff, newsletters and written information contained in children's individual daily record sheets, such as that relating to nappy changes, sleep, food intake and play activities. Policies and procedures are available on site and the registration certificate is displayed for the benefit of parents and carers. However, weekly activity plans are not readily accessible to parents and carers. Written information regarding the service provided, some key policy and procedure statements and more general information is given to parents and carers when their child is admitted to the setting. Parents and carers may access their child's personal records and they are encouraged to share relevant information with staff so as to help ensure that children's individual needs continue to be appropriately met. Parents and carers are welcome to spend time in the setting should they wish to do so.

Organisation

The organisation is satisfactory.

The required policies, procedures, documentation and record keeping systems are in place and are up to date and very well presented. An appropriate staff recruitment and selection procedure is in place to help ensure that staff working with the children are suitable to do so. Staff in general have a good understanding of the policies and procedures. For example, they understand the action to be taken in relation to an accident or to safeguard a child from harm. In general staff are well deployed. However, there were insufficient staff on duty to meet the required staff to child ratios for a period of 25 minutes at the beginning of the day. This is not in keeping with the regulatory requirements and does not support effective operational procedures.

The playrooms are very well organised and well equipped to accommodate a wide variety of activities and play experiences. Staff make good use of the 'Birth to three matters' framework and the 'Curriculum guidance for the foundation stage' to help shape and inform their planning of activities. This ensures that all areas of child development and each aspect of learning are consistently addressed. Children's individual developmental progress is regularly monitored, recorded and assessed by key workers. The information gleaned is used very well to help key workers identify and plan the next goal for each child in their care and to support and enhance children's all-round developmental progress. Staff work very well together as a team and their morale is good. Suitable systems are in place to monitor and support staff, for example, regular team meetings, individual appraisal sessions and access to relevant training opportunities. Overall, the provision meets the needs of the range of the children for whom it provides.

Improvements since the last inspection

Not applicable.

Complaints since the last inspection

Since the time of registration there have been no complaints made to Ofsted that required the provider or Ofsted to take any action in order to meet the National Standards.

The provider is required to keep a record of complaints made by parents, which they can see on request. The complaints record may contain complaints other than those made to Ofsted.

THE QUALITY AND STANDARDS OF THE CARE

On the basis of the evidence collected on this inspection:

The quality and standards of the care are satisfactory. The registered person meets the National Standards for under 8s day care and childminding.

WHAT MUST BE DONE TO SECURE FUTURE IMPROVEMENT?

The quality and standards of the care

To improve the quality and standards of care further the registered person should take account of the following recommendation(s):

- ensure that the required staff to child ratios are maintained at all times
- ensure that all doors are appropriately secured so as to prevent visitors entering the setting unannounced
- further extend children's access to resources and activities to help raise their awareness of all aspects of diversity.

Any complaints about the inspection or the report should be made following the procedures set out in the leaflet *Complaints about Ofsted Early Years: concerns or complaints about Ofsted's role in regulating and inspecting childcare and early education* (HMI ref no 2599) which is available from Ofsted's website: www.ofsted.gov.uk